

# LEARNING TECHNOLOGIES LESSON PLAN

## TITLE

**Web 2.0 Recipes**

## TOPIC

Cooking and Recipes

## TYPE OF SCHOOL AND STUDENTS' AGE

3<sup>rd</sup> class of an ITC. Students are 16/17 years old.

## LEARNING ENVIRONMENT (language lab, multimedia lab, blended learning, online learning, flipped classroom)

Students work in a multimedia lab. Each one of them has a PC with headphones and microphones that they can use independently. The teacher – however – can share her/his screen and audio with students: in this case they can only watch or hear what the teacher shows or plays.

## LEARNING AIMS

- Developing listening and speaking skills.
- Producing a specific oral text using the right patterns and the most typical structures.
- Revising and expanding food vocabulary.
- Learning cooking vocabulary.
- Revising imperative and learning expressions to give ordered instructions (First.../Then.../Finally...).
- Using web 2.0.

## TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

Web 2.0 tool: Voicethread

## METHODOLOGY AND TEACHING PROCEDURES

The class should take place in multimedia lab where each student has a PC with headphones and a microphone and shouldn't take longer than one hour. The students – however – should already have their Voicethread accounts, which they might have created at home as part of their homework.

The first activity (completing a list of ingredients and equipment) serves as a sort of bridge between the previous lessons (when students spent time talking about food and their eating habits) and the one they are just about to be given. Students are then asked to start tackling the new topic (which is made clear by

the teacher from the very beginning) drawing on what they already know. The completing in itself – as the following discussion about students' different solutions – can be considered a revision activity. The following listening activity, on the other hand, introduces the first part of the recipe giving students a first chance to hear the specific language of this kind of text. This first phase of the lesson should not take longer than 10/15 minutes.

The second activity introduces the new specific vocabulary students will need to explain recipes. Before attempting the task, the teacher should make sure that everyone knows the meaning of the verbs introduced. This could be done asking students who know the verbs to mime the action for the others in the class. Students can then start working in pairs to complete the recipe and record their hypothesis as a "comment" to the voicethread. Depending on the familiarity students have with web 2.0, the teacher might prefer to show students how to record comments (perhaps sharing her/his screen) before asking students to perform this task. Anyway, the teacher should be ready to help students who have difficulties with Voicethread. All this should not take longer than 20 minutes; while the follow-up activities (listening to some students' products and final listening of the "real" recipe) should take another 20 minutes.

The remaining time could be used to show very briefly how to create a voicethread and to assign homework: students will be asked to explain their favourite recipe using Voicethread. Their final products will be shown to the whole class and evaluated by the teacher during the next class.

#### BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
T. shows students the first part of a Voicethread explaining how to prepare "Tomato Owls" and asks students to complete the list of ingredients and equipment.	S. have to work with a partner to guess the ingredients and equipment: they write their ideas as "comments"
T. highlights the different solutions proposed by S.	S. eventually justify their choices
T. plays the list of ingredients and equipment needed	S. listen and check their ideas
T. shows some verbs and some useful expressions to explain recipes	S. have to work with a partner to make hypothesis about how to prepare "Tomato Owls". S. discuss their ideas and then record their recipes as "comments"
T. plays some of the comments and highlights the differences among students' solutions	S. explain their choices
T. plays the recipe	S. listen to the recipe and check their ideas
T. shows briefly how to create a Voicethread and asks student to use it to explain the recipe of their favourite food	S. start working on their own Voicethread. They will finish this task at home and then show their final products to their peers during the next class

#### ASSESSMENT (weak and strong points, learning added value)

Students show great enthusiasm when they are asked to work with web 2.0 tools, all the more so if – as in the final part of this lesson plan - they are invited to use them creatively and to talk about things they like. In addition, as they have to produce something that will last (and not just explain something orally to an Italian friend in a minute or two), they put more efforts into what are doing and instead of just avoiding mentioning the most difficult parts of their recipes (or just explaining it with gestures or in Italian) they are willing to try and work out a solution even using the internet to find the additional vocabulary they might need.

Besides being useful to the teacher, who can use them to evaluate students' oral productions, students' products (i.e., their hypotheses and their recipes) are useful for helping them with pronunciation as well as hearing oneself speaking in a foreign language is perhaps the best way to become aware of pronunciation flaws or mistakes.

Unfortunately not all the students are so good with technologies and this can lead to confusion in the classroom and -even worse - cause loss of motivation and feelings of helplessness in individual students. This might perhaps be avoided getting students with this kind of difficulties to work in pair with students more familiar with web 2.0.